



Board Meeting Packet

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

August 25, 2025

Mountain West Montessori Academy

Board Meeting Agenda

Monday, August 25, 2025

Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009



NOTE: It is possible that the MWMA Board of Directors may be utilizing an electronic meeting component with one or more of their members.

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

AGENDA

2025-2026 BOARD PRIORITIES

Expand Mathematics, Pedagogy & Fidelity
Educate Stakeholders and Community about Montessori education
Develop Artificial Intelligence Policies & Procedures

5:30 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes (2 minutes)
- School Mission (1 minute)
- Montessori Mastery – Alisha Kocs (5 minutes)

5:35 PM – PUBLIC COMMENT (Items Not on the Agenda – Limit 3 Minutes)

5:35 PM – REPORTS

- Administration
 - [State of the School](#) – Angie Johnson (20 minutes)
 - ✓ [Amended Meal Charge & Alternate Meal ADMIN Procedures](#)
- Board of Directors
 - Financial Update – Cathie Hurst (2 minutes)

5:57 PM – CONSENT ITEMS

- [June 23, 2025 Board Meeting Minutes](#)
- [Amend Pergola Maintenance & Block Seal Treatment including the caulking from not to exceed \\$75,000 to not to exceed \\$78,000](#)

6:00 PM – VOTING ITEMS

- [Strategica Marketing Agreement](#) – Angie Johnson (2 minutes)
- [Property & Liability Insurance Renewal](#) – Angie Johnson (2 minutes)
- Policy Amendments – Brandon Fairbanks (4 minutes)

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

- [Child Abuse & Neglect Reporting Policy \(ADMIN Procedures\)](#)
- [Electronic Resources Policy \(ADMIN Procedures\)](#)
- [Kindergarten Toilet Training Policy](#)

6:08 PM – DISCUSSION ITEMS

- Calendaring – ALL (5 minutes)
 - Schedule an Electronic Board Meeting in September (if need LEA-S)
 - Next Pre-Board Meeting – September 30th @ 5:00 p.m.
 - Annual Board Meeting – October 13th @ 5:30 p.m.

6:13 PM – CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual and/or to discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a) & (f) [IF NEEDED]

6:30 PM – ADJOURN

UPCOMING CALENDAR ITEMS

October

LEA-Specific Educator Licenses (Oct 1)
SLT Committee Membership (Due Oct 20)
Club Trip Expense
Winter Bonus

Sex Ed/Maturation Curriculum [if changing]

November

Bond Investor Call Notice
2026-2027 School Fees
2026-2027 School Calendar

January

Audit Review
Gifted & Talented Grant Report
Review Final FY25 SLT Plan
Present Gifted & Talented Grant

February

9th Grade Trip Expense [if needed]
SLT Training Assurances
Board Vacancies
Curriculum Purchases (2 Public Comment Periods)

March

2026-2027 School LAND Trust Plan
Annual Open Meetings Act Training

April

2026-2027 Parent Handbook
Annual Comprehensive Guidance Data Review
Review Positive Behavior Plan
New Application for 3-yr Mental Health Grant (Due May 31st)

May

Audit Engagement Letter
2026-2027 Strategic Planning
2026-2027 TSSA Plan
Property & Liability Insurance Renewal
Director Bonus/Salary
Director Evaluation

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June

2026-2027 Annual Budget
2025-2026 Final Amended Budget
2026-2027 Sex Ed Instruction Committee
Ratify Board Members & Terms
Ratify Board Officers
2026-2027 Board Meeting Schedule
Mental Health Screening Determination (if changes)
Annual Policies Review
Annual Fraud Risk Assessment/Ethical Behavior
Additional Contracted Services (SL a la Carte)

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Director's Report

8.25.25



2025-26 Board Goals & Priorities:

- ★ Expand mathematics pedagogy & fidelity
- ★ Educate stakeholders and the community about Montessori education, particularly about building independence and resilience in students
- ★ Develop Artificial Intelligence policies and procedures and incorporate appropriate AI usage into teacher work and student learning

LET THEM GROW

- ★ Tree branches & vines in lobby
- ★ Independence-Building Practical Life Homework
- ★ Parent Education

CELL PHONE PROTOCOLS

- ★ Middle School

MARKETING

- ★ Recent Data
- ★ Middle School Enrollment & Lottery

EARLY LEARNING PLAN

- ★ [Data: Last year's goals](#)
- ★ Review of this year's plan

UPDATES: NEW SCHOOL YEAR

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**EARLY LEARNING PLAN 2024-2025****LEA Name: Mountain West Montessori Academy****Date of Expected Local Board Approval: August 26, 2024****Submission of Early Learning Plan:**

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

***Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition
95% (1st Edition) Core Phonics Program

Read Live/Naturally (2019, physical version 2.0.1)

Intervention program(s) with year published/edition or evidence-based strategies

Individual Interventions Assessment (2011) PSI 95% (Version 3)

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<p>Reading Fluency, Comprehension, Partial Writing.</p> <p>Heggerty (2020 Edition) Phonemic Awareness</p> <p>Step Up to Writing (5th Edition, 2024)</p>	<p>Explicit phonics and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitor every 2-4 weeks.</p> <p>Weekly Fluency passages individually tracked and graphed. While checking in with comprehension.</p> <p>Explicit phonemic awareness and phonics instruction in small groups and with the whole class.</p> <p>Reading specialist daily for 10-15 minutes and progress monitor every 1-2 weeks. Interventions in small group/individually with PALS (2016) PFR (2011) Spire (3rd Edition)</p>
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SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
In support of MWMA's foundational charter philosophy of Montessori education, our Tier 1 mathematics curriculum is a nationally accredited Montessori curriculum with extensive hands-on manipulative materials; this has been aligned with Utah State Core Mathematics Standards. In addition, we utilize Imagine Learning Mathematics and ALEKS software.	We utilize individual or small group lessons on Montessori manipulative materials; targeted pathways in Imagine Math; retaining a student for re-teaching after a small group lesson; small pull-out group math interventions using Singapore, Life of Fred, and Key to Mathematics curriculum. We also utilize TouchMath for Tier 3 interventions.

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and	We utilize a wide and varied range of well-vetted Montessori math manipulative materials to help students visualize concepts, deeply

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connection of concepts, operations, and relations.	understand, and remember why they are carrying out operations, develop number sense, and move more easily from concrete to abstract mathematical principles. Spatial memory and visualization deepen understanding of mathematical concepts, and an emphasis on explaining and justifying mathematical reasoning cements this comprehension.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	MWMA students use Imagine Math Facts software as well as flashcards, games, and manipulative materials to develop computational fluency which is foundational to subsequent mathematical procedures and algorithms. The extensive use of various materials to teach procedures helps students visualize processes and solve problems efficiently and flexibly.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	<p>Our K-3 teachers emphasize the mathematical practices in the Utah Core State Standards and focus on problem-solving and application of skills in authentic settings as well as student ability to explain and justify their reasoning. In every K-3 classroom we post and refer to the following adapted version of the practices:</p> <p>How to be a good mathematician:</p> <ol style="list-style-type: none"> 1. Make sense of problems. 2. Stick to it! 3. Make good arguments and explain them. 4. Make a model. 5. Be careful! 6. Look for patterns.
Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	The foundational philosophy of our mathematics program is the development of growth mindset, based on research from Stanford University. This includes embracing productive struggle and feeling friendly about mistakes. We also utilize Montessori lessons on “gifts & challenges” and goal setting to help students stay engaged with mathematics.

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SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By **[date]**, **[who is responsible]** will **[what will change and by how much--measurable]** by **[how--which evidence-based strategy(ies) will be used]** to **[why—for what purpose]**.

1. Early Mathematics Goal *(required)*

By May 30, 2025, Mountain West Montessori Academy will maintain the percentage of first grade students who are scoring at or above benchmark on the Advanced Quantity Discrimination (ADQ) sub-measure of the Acadience math assessment from BOY to EOY by providing teachers with ongoing professional learning on use of math diagnostics and targeted instruction as well as instructional coaching, including observation and feedback, to deepen student number sense and increase the likelihood of students scoring at or above benchmark at the end of the year.

2. Early Literacy or Mathematics Goal *(required)*

☒ Literacy Goal

☐ Mathematics Goal

By **May 30, 2025**, **Mountain West Montessori Academy** will **increase the percentage of second grade students who are scoring at or above benchmark by 5% on the Acadience Reading ORF Fluency sub-measure from BOY to EOY** by providing ongoing instructional coaching on the early literacy goal with specific feedback on the refinement of fluency routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

General Assurances: Check the boxes below.

X The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

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X The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

X The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

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Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

Mountain West Montessori Academy

Q3. LEA Literacy Leader First and Last Name(s)

Coleen Dolan

Q4. LEA Literacy Leader Email Address(es)

cdolan@mwmacademy.org

Q5. LEA Mathematics Leader First and Last Name(s)

Angie Johnson

Q6. LEA Mathematics Leader Email Address(es)

ajohnson@mwmacademy.org

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Angie Johnson, Principal, ajohnson@mwmacademy.org

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

***Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- 95% Group Core Phonics Program
- Heggerty Phonemic Awareness 2022
- Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)
- Other (Please add your evidence-informed curriculum below.):
Read Live/Naturally, Writing By Design

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

- 95% Group Phonics Lesson Library 1st Ed.
- 95% Group Phonological Awareness 1st Ed.
- SPIRE 4th Ed. 2020
- Other (Please add your evidence-based instructional materials below.):
PALS, PFR

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Montessori mathematics curriculum with manipulatives aligned with state standards, Imagine Learning Mathematics, ALEKS

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

Touch Math, Singapore Dimensions, Key to Mathematics

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

We utilize a wide and varied range of well-vetted Montessori math manipulative materials to help students visualize concepts, deeply understand, and remember why they are carrying out operations, develop number sense, and move more easily from concrete to abstract mathematical principles. Spatial memory and visualization deepen understanding of mathematical concepts, and an emphasis on explaining and justifying mathematical reasoning cements this comprehension.

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

MWMA students use Imagine Math Facts software as well as flashcards, games, and manipulative materials to develop computational fluency which is foundational to subsequent mathematical procedures and algorithms. The extensive use of various materials to teach procedures helps students visualize processes and solve problems efficiently and flexibly.

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Our K-3 teachers emphasize the mathematical practices in the Utah Core State Standards and focus on problem-solving and application of skills in authentic settings as well as student ability to explain and justify their reasoning. In every K-3 classroom we post and refer to the following adapted version of the practices:

How to be a good mathematician:

1. Make sense of problems.
2. Stick to it!
3. Make good arguments and explain them.
4. Make a model.
5. Be careful!
6. Look for patterns.

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

The foundational philosophy of our mathematics program is the development of growth mindset, based on research from Stanford University. This includes embracing productive struggle and feeling friendly about mistakes. We also utilize Montessori lessons on “gifts & challenges” and goal setting to help students stay engaged with mathematics.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEA's last day of school?

May 29, 2026

Q16. What grade level will this goal focus on?

- Kindergarten

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Next Number Fluency (NNF)

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 1%-3%

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

We will provide teachers with ongoing professional learning on use of math diagnostics and targeted instruction as well as instructional coaching, including observation and feedback, to deepen student comprehension and increase the likelihood of students scoring at or above benchmark at the end of the year.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

May 29, 2026

Q3. What grade level will this goal focus on?

- First Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Missing Number Fluency (MNF)

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 1%-3%

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

We will provide teachers with ongoing professional learning on use of math diagnostics and targeted instruction as well as instructional coaching, including observation and feedback, to deepen student number sense and increase the likelihood of students scoring at or above benchmark at the end of the year. We will increase instructional coaching availability and hours for the 2025-26 school year and target mathematics instructional practices.

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

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Updated Meal Charge Administrative Procedures Summary

HB 100 from the 2025 legislative session requires schools that participate in the National School Lunch Program to provide free lunch to students who qualify for reduced-price meals. Under this new law, the USBE will, subject to legislative appropriations, reimburse schools for each free lunch served to reduced-priced students. The reimbursements will be in a dollar amount equal to the difference between the federal reimbursement rates for a lunch and a reduced-price lunch, as determined annually by the USDA. The school's meal charge policy/procedure has been amended to reflect this new law.

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Meal Charge and Alternate Meal Administrative Procedures

I. Purpose

Mountain West Montessori Academy (“the School”) participates in the National School Lunch Program (“NSLP”). The School provides meals to its students pursuant to these programs and offers free or reduced price meals to eligible students. Participating students who are not eligible for free or reduced price meals may receive meals at the School at the normal paid rate.

These procedures address how the School will handle situations where students eligible to receive reduced price or paid rate meals at school do not have money in their account or in hand to pay for the cost of a meal at the time of meal service. These procedures also address, among other things, where families can find assistance with applying for free or reduced price school meals, alternate meals, notification and collection of unpaid meal charges, and how the School will communicate these procedures to families and School personnel.

II. Information about Free or Reduced Price Meals

- A. Prior to or at the beginning of each school year, the School will provide to the parent or guardian of each student:
 - (i) Information about school meals, including prices for the meals and acceptable methods of paying for the meals;
 - (ii) Information about the NSLP, including how students qualify for free or reduced priced meals under the programs; and
 - (iii) An application for free or reduced priced meals under the NSLP.
- B. The School will provide the information and application as follows:
 - (i) The School website provides parents with the current lunch menu, pricing, and links to online lunch payment information as well as free and reduced lunch applications and information. Hard copies are available in the front office upon request.
 - (ii) The School will not provide the information and application at the end of the school year for the next school year, but will provide the information and application on or after July 1 of each year.
- C. Completed applications should be returned to the School as soon as possible, but completed applications will be accepted by the School throughout the year. Parents or guardians should contact Ms. Terra in the front office at (801)566-6962 for questions about or assistance with applying for free or reduced priced school meals.

III. Students Unable to Pay for Meals

- A. Students who are unable to pay for a meal at the time of meal service, either because they don't have sufficient money in their meal account or on their person, will be allowed to charge the meal to their meal account unless their meal account balance is negative in the amount of \$10.00 or more.
- B. Students allowed to charge a meal to their meal account under the terms described above will receive a regular reimbursable meal as opposed to an alternate meal.
- C. This Section does not apply to students who have qualified for free meals under the NSLP, as such students are not required to pay for reimbursable meals at the School.
- D. This Section also does not apply to the lunches of students who have qualified for reduced-price meals under the NSLP. Per Utah Code § 53F-2-423, students who have qualified for reduced-price meals under the NSLP are not required to pay for reimbursable lunches at the School.

IV. Alternate Meals

- A. Students whose meal accounts have a negative balance of \$10.00 or more will not be allowed to charge a regular reimbursable meal to their account. Under those circumstances the School will offer such students an alternate meal. The School will not charge such students for an alternate meal. This paragraph does not apply to students who have qualified for free meals under the NSLP, as such students are not required to pay for reimbursable meals at the School and will never be denied a regular reimbursable meal by the School. Per Utah Code § 53F-2-423, this paragraph also does not apply to the lunches of students who have qualified for reduced-price meals under the NSLP, as such students are not required to pay for reimbursable lunches at the School and will never be denied a regular reimbursable lunch by the School.
- B. Alternate meals may consist of a sandwich and carton of milk or other low-cost entrée.
- C. Alternate meals will be presented in the same manner as regular reimbursable meals, on a lunch tray in the lunch line.

V. Notifications Regarding Balances; Collection Efforts

- A. The School will notify parents or guardians of low meal account balances. When a student's meal account reaches a balance of \$5.00 or lower, the School will notify the student's parent or guardian of the low balance by email and request that payment on the account be made prior to the account reaching a negative balance.

- B. The School will notify parents or guardians of negative meal account balances. When a student's meal account has a negative balance, the School will notify the student's parent or guardian of the negative account balance by phone call and request payment on the account be made as soon as possible.
- C. When a student's meal account reaches a negative balance of at least \$50.00, the School will continue to notify parents or guardians as described above and may also turn the account over to collections.
- D. The School may contact parents or guardians of students with delinquent meal accounts to inquire if the household might be eligible for free or reduced price meal benefits under NSLP.
- E. Ms. Terra at the School is generally responsible for managing meal account balances and balance notifications and can be reached at (801)566-6962 for questions or concerns related to such matters.
- F. Ms. Karen at the School is generally responsible for managing the School's collection efforts and can be reached at (801)566-6962 for questions or concerns related to such matters.
- G. The School will maintain documentation of the balance notifications and collection efforts described above, as this may be requested as part of federal or state audits.
- H. The School will do the following when a student has a positive meal account balance but has left the School (e.g., transferred, entered high school, etc) and will not be returning to the School:
 - (i) Contact the parent or guardian of the student to inquire what he or she wants the School to do with the money (e.g., issue a refund, transfer the money to the meal account of the student's sibling (if any) still attending the School, or apply to other School students' meal accounts who aren't able to pay for their School meals (such as those students who have negative and/or delinquent meal account balance)). The School will attempt to contact the parent or guardian multiple times and will document all contact and attempts to contact the parent or guardian;
 - (ii) If the parent or guardian responds to the School's inquiry, the School will do what the parent or guardian requests with respect to the money in the student's meal account; and
 - (iii) If the parent or guardian does not respond to the School's inquiries within 180 days of the School's first attempt to contact the parent or guardian, the School will apply the money in student's positive meal account balance toward other School students' meal account balances that are negative and/or delinquent.

VI. Communication of Procedures

- A. Prior to or at the beginning of each school year, and upon a student transferring to the School during the school year, the School will provide to the parent or guardian of each student a written copy of these procedures by including them in registration materials and including them in the School's Policies and Procedures manual.
- B. In order to ensure that these procedures are applied consistently and correctly, the School will also annually provide a copy of these procedures to all School personnel who are responsible for or involved in:
 - (i) Collecting payment for meals at the time of meal service;
 - (ii) Notifying parents or guardians of low or negative meal account balances;
 - (iii) Collection efforts for delinquent meal accounts;
 - (iv) Distributing these procedures and the information described in Section II; and
 - (v) Enforcing any aspect of these procedures.
- C. The School will post these procedures on its website and may also choose to provide additional copies to parents or guardians of students whose meal accounts reach a negative balance.
- D. The School will maintain documentation of the communication methods described above, as this may be requested as part of federal or state audits.
- E. Various stakeholders in the School community were involved in developing these communication procedures.

VII. Review of Procedures

- A. The School will review these procedures annually and revise them as it deems necessary.

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Mountain West Montessori Academy

Annual Board Meeting Minutes

Monday, June 23, 2025

Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009



In Attendance: Steve Barnes, Corbin White, Gimenia Palmer, Nelson Altamirano,

Excused: Sheri Ebert, Andrew Marx,

Others in Attendance: Angie Johnson, Coleen Dolan, Cathie Hurst, Dawn Kawaguchi, Brandon Fairbanks,

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

MINUTES

2025-2026 BOARD PRIORITIES

Expand mathematics, pedagogy and fidelity
Build independence and resilience in students
Educate stakeholders and the community about Montessori education

5:40 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes
- School Mission – Steve

There was no PUBLIC COMMENT.

REPORTS

➤ **Administration**

- State of the School – Angie Johnson asked Coleen to go over the Physical Fitness winners and this year's attendance term by term which was over 90%. She also highlighted the goals of the statewide attendance campaign: to reduce chronic absenteeism, improve daily attendance rates, and raise awareness among all stakeholders regarding the impact of attendance on academic performance, as well as social and emotional development. Continued focus on addressing chronic absenteeism will remain a priority in the coming school year. Angie introduced next year's theme, "*Let Them Grow! – Building Independence to Build Resilience*," with the launch of a "Play Club." This initiative will provide unstructured, in-person social play opportunities for students of all ages after school, free from adult intervention unless safety concerns arise. Additional topics discussed included student cell phone usage during lunch and potential revisions to current protocols. Angie proposed using a teacher evaluation rubric she developed with Colleen as a

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framework for director evaluations, suggesting it would provide a more evidence-based approach. It includes five key domains: Student Academic Growth, Student Social/Emotional/Behavior Growth, Leadership (Ethics & Communication), Operations, and Community Building. Lastly, Angie shared updates to the 2025–2026 board goals and priorities, which now include: enhancing mathematics instruction and fidelity, increasing stakeholder and community understanding of Montessori education, and developing policies to support the responsible integration of Artificial Intelligence into instructional practices and student learning.

- ✓ Employees Engaging in Private Activities Related to Public Education ADMIN Procedures – Angie reviewed the Employees Engaging in Private Activities Related to Public Education Administrative Procedures. Angie explained that educators cannot actively market themselves for financial gain using school resources, but there are exceptions for tutoring students who are no longer in their class.

BOARD TRAINING

- Review Ethics Policy/Commitment to Ethical Behavior* – Cathie Hurst reviewed the Ethics Policy which requires all employees and board members to sign an agreement committing to high ethical standards, including not accepting bribes, protecting private information, and avoiding conflicts of interest. The Fraud Risk Assessment offers an opportunity to earn up to 20 points if all employees including board members sign this annually.
- Annual Fraud Risk Assessment Review* – Cathie Hurst reviewed the Fraud Risk Assessment which showed an extremely low risk score of 375 out of 395 points, with Cathie noting that the school's strong separation of duties and controls were key factors since the school doesn't require a formal internal audit function because you don't have over 10,000 students.
- Annual Policies, Plans, Procedures & Training Review – Brandon Fairbanks discussed annual policy reviews, including the suspension and expulsion data, electronic resources policy, and arrest reporting requirements, explaining that board members are required to report certain arrests and convictions to the school administration. Brandon added that the board will need to re-approve the Electronic Resources Policy later in the meeting.

CONSENT ITEMS

- May 19, 2025 Electronic Board Meeting Minutes – There was no further discussion. **Steve Barnes made a motion to approve the consent items. Nelson Altamirano seconded the motion. The votes were as follows:**
 - Steve Barnes – Aye
 - Corbin White – Aye
 - Nelson Altamirano – Aye
 - Gimania Palmer – Aye**Motion passed unanimously.**

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VOTING ITEMS

- 2024-2025 Final Amended Budget – Cathie Hurst reminded the board that she sent out the budget notice on May 31st. She reviewed the few items that were changed from the noticed budget including purchased professional & tech services. **Steve Barnes made a motion to approve the 2024-2025 Final Amended Budget. Corbin White seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimania Palmer – Aye

Motion passed unanimously.

- 2025-2026 Annual School Budget – Cathie Hurst reviewed the 2025-2026 school budget stating that there was an increase to wages due to SHINE funding and a minor decrease to supplies and software. **Gimania Palmer made a motion to approve the proposed annual operating budget for the 2025-2026 school year. Nelson Altamirano seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimania Palmer – Aye

Motion passed unanimously.

- 2025-2026 Sex Ed Instruction Committee – Angie Johnson stated that the Sex Ed Instruction Committee will have a principal, health educator, school counselor, school nurse and at least four parents but will probably have more since they use their Land Trust Committee for this as well. Angie addressed the need for a health educator to conduct maturation education, as Planned Parenthood could no longer provide this service due to state legislation. She requested help in finding a suitable health educator, suggesting potential candidates might include nurses or firefighters with the appropriate certification. **Nelson Altamirano made a motion to approve the 2025-2026 Sex Ed Instruction Committee consisting of the following positions: (1) Principal, (1) Health Educator, (1) School Counselor, (1) School Nurse and (4) Parents. Steve Barnes seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimania Palmer – Aye

Motion passed unanimously.

- Speech Language à La Carte – Angie Johnson reported that Becky Cushing serves as our school's Speech-Language Pathologist. She has consistently performed her role with excellence and has been a valued member of our team for many years. Angie recommended renewing Becky's contract and mentioned the \$2-per-hour pay increase for the upcoming year, which she considers reasonable. **Corbin White made a motion to approve the Speech and Language a la Carte Agreement and allow the Principal to sign the Agreement on behalf of the School. Nelson Altamirano seconded the motion. The votes were as follows:**

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Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimena Palmer – Aye

Motion passed unanimously.

- Artificial Intelligence Policy – Angie Johnson presented the AI Policy, which outlines strict prohibitions against its use for bullying, harassment, and plagiarism, while supporting its use as a tool to enhance student learning. She noted that further details will be provided in the administrative procedures and protocols, which will be developed at a later date. **Nelson Altamirano made a motion to approve the Artificial Intelligence Policy. Corbin White seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimena Palmer – Aye

Motion passed unanimously.

- Re-Approve Electronic Resources Policy – Brandon Fairbanks stated that there are recommended no changes but is required to be reviewed and re-approved every three years. **Steve Barnes made a motion to Re-approve the Electronic Resources Policy. Gimena Palmer seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimena Palmer – Aye

Motion passed unanimously.

- Ratify Board Members & Their Terms – Steve Barnes reviewed the current terms. Dawn confirmed that they bylaws stated the board has 3-year terms. **Gimena Palmer made a motion to approve Corbin White and Steve Barnes both for a new 3-year to expire June 2028 and ratify Nelson Altamirano and Gimena Palmer with terms to expire June 2027, and Andrew Marx and Sheri Ebert with terms to expire June 2026. Nelson Altamirano seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimena Palmer – Aye

Motion passed unanimously.

- Nominate & Elect Board Officers – The board reviewed the current board officers with Steve as the President, Corbin as the VP, Andrew as the financial coordinator and Nelson as the secretary. Corbin suggested giving other people the opportunity to serve as the Vice President. There was a discussion on changing positions. **Corbin White made a motion to nominate Gimena Palmer as Vice President and approve the rest the Board Officers as presently constituted. Nelson Altamirano seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye

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Nelson Altamirano – Aye
Gimania Palmer – Aye
Motion passed unanimously.

DISCUSSION ITEMS

- 2025-2026 Proposed Board Meeting Schedule – Dawn Kawaguchi reviewed the board meeting schedule. October's meeting was moved to the 13th and November's meeting was moved to the 17th. The March meeting was also changed to Tuesday, March 24th due to Angie and Coleen traveling home from the Montessori Conference on Monday. Dawn noted the changes and will send out calendar invites. She will also change the preboard meeting dates to correspond with the board meeting date changes.
- Calendaring – ALL
 - Next Pre-Board Meeting – August 13th @ 5:00 p.m. [PROPOSED]
 - Annual Board Meeting – August 25th @ 5:30 p.m. [PROPOSED]
 - Steve requested Dawn to send out a calendar invite to the board for the Back to School Night on August 7th 6-8

6:53 PM – Steve Barnes made a motion to enter a CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a) in the library. Corbin White seconded the motion. The roll call votes were as follows:

Steve Barnes – Aye
Corbin White – Aye
Nelson Altamirano – Aye
Gimania Palmer – Aye

Motion passed unanimously.

6:57 PM – Corbin White made a motion to exit the CLOSED SESSION and ADJOURN. Nelson Altamirano seconded the motion.

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Mountain West Montessori Academy
Board of Directors
Closed Session Statement
Monday, June 23, 2025

Location: 4125 W. Foxview Drive, South Jordan, UT 84009



CLOSED SESSION SWORN STATEMENT:

*At a duly noticed public meeting held on the date listed above, the board of directors for **MOUNTAIN WEST MONTESSORI ACADEMY** entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).*

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 23rd day of June, 2025.

Steve Barnes
Board Chair

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MWMA Board of Director's Meeting Monday, August 25, 2025

Action Item: *Amend Pergola Maintenance & Block Seal Treatment*

Issue

In accordance with MWMA's Purchasing Policy, all purchases about \$25,000 must be approved by a majority vote of the Board of Directors. This includes all purchases from a single vendor in a 30-day period.

Background

On April 30, the Board approved the Pergola maintenance and Block Seal treatment, including caulking, to be performed by Wix Exterior Cleaning & Sealing, with a not-to-exceed amount of \$75,000. The initial proposal was quoted at \$72,585. However, an additional charge of \$3,750 for staining services has resulted in the total exceeding the approved budget. Accordingly, an amendment to the authorized amount is required.

Recommendation

It is recommended that the board approve to amend the Pergola Maintenance and Block Seal Treatment including the caulking from not to exceed \$75,000 to not to exceed \$78,000.

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INVOICE

Wix Exterior Cleaning & Sealing
5190 Lake Creek Rd
Heber City, UT 84032-3787

wix.ext.cleaning@gmail.com
+1 (208) 680-6446
http://www.wixexteriorcleaning.com



Bill to
Mountain West Montessori School

Invoice details
Invoice no.: 1265
Invoice date: 08/20/2025
Due date: 08/20/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Staining	Staining change order for MWMA to cover hard water staining.	1	\$3,750.00	\$3,750.00
Total						\$3,750.00

MWMA Board of Directors Meeting Monday, August 25, 2025

Action Item: *Strategica Marketing Agreement*

Issue:

When the School enters into an agreement with a company and the total amount incurred in one year has a potential to exceed the purchasing policy amount of \$25,000, the agreement must be approved by the Board.

Background:

MWMA has been provided with pro bono marketing services from **Strategica Marketing** for the past six months and has seen tremendous growth in social media views and interactions, website click-throughs, and positive feedback from the community. We have also seen an increase in middle school student enrollment. We would like to engage in a contract with Strategica to help amplify the effects of the recent All-Access documentary and continue a digital marketing campaign to expand awareness of Montessori education and MWMA, promote education choice, and increase applications and enrollment for 6th through 9th grade.

The monthly cost is \$1,500 from August 2025 to August 2026.

Recommendation:

It is recommended that the board approve the Strategica Marketing Agency Agreement and allow the Principal to execute the agreement on behalf of the School.

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In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Digital Marketing Proposal for MWMA

Strategica Marketing Agency

August 20, 2025

Our Goal: To strategically and affordably elevate the MWMA brand online, engage your community, and drive measurable results on the following areas:

- Amplify All Access show impact
- Increase applications and retention for 6th-9th grade
- Expand awareness of Montessori education and MWMA
- Promote awareness of educational choices

Monthly Investment: \$1,500

Contract Length: School calendar year (August 2025 to August 2026)

3-Point Strategy: Building a Powerful Online Presence

We believe in a focused approach that delivers real impact. Our plan would combine the power of social media, the long-term benefits of search optimization, and the immediate reach of targeted advertising.

1. **Engage Your Community (Social Media & Content Strategy):** We'll manage and grow your presence on key platforms like Facebook and Instagram. This includes:
 - **Consistent, high-quality content strategy** that tells your story and connects with your audience.
 - **A monthly content calendar** to keep your messaging strategic and consistent.
2. **Be Found by Your Audience (Search Engine Optimization):** We'll make sure that when people are looking for an organization like MWMA, your website is what they find. This includes:
 - **Optimizing your website** to rank higher in Google search results.
 - **Monthly reporting** to show you the growth in your organic traffic.
3. **Amplify Your Message (Targeted Advertising):** We'll use a portion of the budget to run highly targeted digital ad campaigns to reach new audiences and achieve specific goals. This is perfect for:
 - **Promoting specific events.**
 - **Driving enrollment.**
 - **Gaining new followers and supporters.**
 - **General school and Montessori methodology awareness.**

What You Get for \$1,500/Month

Our bundled approach ensures your budget is working hard in multiple ways:

- **Dedicated Social Media Management:** Consistent posting calendar and engagement on 1-2 platforms.
- **Foundation SEO Services:** Ongoing website optimization and a content strategy to build long-term traffic.
- **Targeted Ad Campaigns:** A portion of the budget is allocated to the strategic management of ads to boost key initiatives (Note: ad spend is not included on this monthly payment and will not surpass your separately approved monthly budget).
- **Comprehensive Monthly Reporting:** Clear, easy-to-understand reports that show your progress and the value of your investment.
- **A Strategic Partnership:** We become an extension of your team, providing expert guidance and the execution of a cohesive digital marketing plan.

This integrated approach provides a powerful combination of building long-term organic growth, maintaining a strong community presence, and running targeted campaigns to drive immediate results. It's a comprehensive and cost-effective way to make a significant impact on your digital footprint.

MWMA Board of Director's Meeting Monday, August 25, 2025

Action Item: *Insurance Renewal*

Issue

The school is required by law to have adequate insurance coverage.

Background

The school has carried general liability, property & casualty, directors & officers, educators legal liability, hired and non-owned auto, crime, and umbrella coverage through Hanover Insurance Group for several years. The premium last year was \$28,721 and the renewal premium offered by Hanover for next year is \$33,080, which is a change of 15.2%. The broker indicated that the reasons the premium changed and increases are:

1. The covered property amounts went up by 6% from 11.68M to 12.39M to ensure that there is adequate coverage given increases in construction costs.
2. The student enrollment is up by 3%
3. The property losses in the industry at large are increasing reinsurance costs and subsequently increasing property premiums across the board.
4. Liability claims with schools across the country are increasing, especially in the areas of sexual abuse, IEPs and employment, which are increasing liability and employment practices premiums for schools across the board.

The school's insurance broker, Jeff Hirst with American Insurance and Investment provided a coverage summary outlining the school's coverages and renewal premiums that is contained in the board meeting materials.

NOTE: *Although this policy automatically renews the beginning of August, Angie is working with Gabe at AW to look for other options.*

Recommendation

It is recommended that the Board approve the renewal of the school's insurance policies with Hanover.

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Mountain West Montessori Academy

Insurance Coverage Comparison



	2023 Hanover	2024 Hanover	2025 Hanover	Notes
Coverage				
<u>LIABILITY COVERAGES</u>				
Coverage Territory	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	
General Liability (GL)	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Occurrence	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	
Property Damage	1,000,000	1,000,000	1,000,000	
Malpractice Included	Yes	Yes	Yes	
Employee Benefits Liability	Available	Available	Available	Roughly \$380
Number of Students	463	463	477	
Number of Employees	77	77	77	
Cyber Liability	50,000	50,000	50,000	
Sexual Abuse and Misconduct (SAM)	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Occurrence	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	
Innocent Party Defense	300,000	300,000	300,000	
Automobile Liability	Included with GL	Included with GL	Included with GL	
Hired & Non-Owned Liability	1,000,000	1,000,000	1,000,000	
Non-Owned, Hired Physical Damage	Yes	Yes	Yes	
School Educator's Legal Liability	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Claim	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Directors & Officers as Insureds	Yes	Yes	Yes	
Deductible	10,000 Loss and Expense	10,000 Loss and Expense	10,000 Loss and Expense	
Non-Monetary Relief Defense (Injunction)	300,000	300,000	300,000	
Retroactive Date	4/1/13	4/1/13	4/1/13	
Director's & Officer's Policy	Yes, specifically in ELL	Yes, specifically in ELL	Yes, specifically in ELL	
Each Claim Limit	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Deductible	10,000 Loss and Expense	10,000 Loss and Expense	10,000 Loss and Expense	
Supervision or management vicarious	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	
Employment Practices Liability	Yes, separate limit in ELL	Yes, separate limit in ELL	Yes, separate limit in ELL	
Each Claim, Aggregate	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Wage and Hour Defense	100,000 + 0K ded	100,000 + 0K ded	100,000 + 0K ded	
Deductible	10,000 Loss and Expense	10,000 Loss and Expense	10,000 Loss and Expense	
Umbrella Liability Limit	1,000,000	1,000,000	1,000,000	
<u>PROPERTY COVERAGES</u>				
Building Coverage	10,119,631	10,726,809	11,409,582	
Business Personal Property	901,000	955,060	983,712	
Computer Equipment	Included	Included	Included	
Ordinance and Law	500,000	500,000	500,000	
Data Breach Coverage	50,000	50,000	50,000	
Employee Theft	100,000	100,000	100,000	
Computer and Funds Transfer Fraud	100,000	100,000	100,000	
Emergency Event	100,000	100,000	100,000	
Equipment Breakdown	Included	Included	Included	
Covers Outdoor School Equipment	Yes	Yes	Yes	
Extra Expense	1,000,000	1,000,000	1,000,000	
Deductible	1,000	1,000	1,000	
Earthquake	Available	Available	Available	
Flood	Available	Available	Available	
<u>PREMIUM</u>				
Liability Premium	\$ 10,539.00	\$ 10,563.00	\$ 12,774.80	
Property Premium	\$ 8,018.00	\$ 8,419.00	\$ 8,724.00	
SUBTOTAL	\$ 18,557.00	\$ 18,982.00	\$ 21,498.80	
Employment Practices	\$ 6,979.00	\$ 7,048.00	\$ 8,105.20	Estimate
Umbrella Premium	\$ 2,463.00	\$ 2,691.00	\$ 3,476.00	
Earthquake/Flood Premium	\$ -	\$ -	\$ -	
Equipment Floater	\$ -	\$ -	\$ -	
GRAND TOTAL	\$ 27,999.00	\$ 28,721.00	\$ 33,080.00	
<u>OTHER COVERAGES:</u>				
Crime Coverage - \$210,000 (three years until 2026)	\$ 2,246.00	\$ 2,246.00	\$ 2,246.00	

This is just a summary of coverage for information purposes.

MWMA Board of Director's Meeting Monday, August 25, 2025

Action Item: *Amending Child Abuse and Neglect Reporting Policy*

Issue:

Amending the School's Child Abuse and Neglect Reporting Policy.

Background:

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Recommendation:

It is recommended that the Board approve the Amended Child Abuse and Neglect Reporting Policy.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Mountain West Montessori Academy
Child Abuse & Neglect Reporting Policy
Adopted: December 2, 2013
Amended: December 3, 2018



POLICY PURPOSE

Mountain West Montessori Academy (the “School”) takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School’s personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

POLICY

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one’s duty to report.

~~Utah law requires that w~~Whenever ~~any person, including any s~~School employee, contracted or temporary employee, or volunteer ~~who~~ has reason to believe that a child is, or has been, ~~the~~ subjected of to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in ~~sexual abuse, physical abuse,~~ or neglect, he/she shall immediately ~~notify~~ report the suspected abuse or neglect the nearest peace officer, law enforcement agency, or the Division of Child and Family Services. ~~The law provides serious penalties for failure to fulfill one’s duty to report.~~

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Director. The Director, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Director shall establish administrative procedures that ~~will~~ comply with the provisions of Utah Code Ann. §§ 53E-6-701; ~~62A-4a-402,~~ § 80-2-602 et seq., and Utah Administrative Code Rules R277-401 and will help the School’s personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

~~Steve Barnes~~ — ~~MWMA Board President~~



Child Abuse & Neglect Reporting Administrative Procedures

These procedures are established pursuant to the Child Abuse and Neglect Reporting Policy adopted by the Board of Directors.

1. If a School employee or volunteer *has reason to believe* that a child is, or may have ~~has been, the subjected~~ ~~ed to incest, molestation, sexual exploitation, sexual abuse, physical of~~ abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the ~~employee-person~~ shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Service (“DCFS”). The ~~employee-person~~ shall also make a report to the School’s Director, but the requirement to notify the Director does not satisfy the ~~employee’s person’s~~ personal duty to report to law enforcement or DCFS.
 - a. The oral report to law enforcement or DCFS may be made with the Director present, but must be made by the person making the report.
 - b. The reporting ~~employee-person~~ must record the name of the individual and the agency contacted to make the required report.
 - c. The reporting ~~employee-person~~ must complete and provide ~~a copy of~~ the Child Abuse and Neglect Reporting Form to the Director within twenty-four (24) hours. The Director will keep the form in a separate file, and it shall not be placed in the student’s permanent file. The form should also be sent to the agency to which the oral report was given.
 - d. The ~~Director-School~~ will preserve the anonymity of the person making the report and any others involved in any investigation.
2. To determine whether or not there is *reason to believe* that abuse or neglect has occurred, school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.
 - a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.
 - b. It is not the responsibility of the Director or any other school employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.

- c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - d. School employees shall not conduct interviews with the child or contact the suspected abuser.
 - e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.
3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.
- a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - b. School personnel shall cooperate with DCFS and share all information with the ~~division~~ DCFS that is relevant to ~~the division~~ DCFS's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:
 - i. allowing appropriate access to students;
 - ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
 - iv. maintaining appropriate confidentiality.
 - c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.
4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Director. ~~†~~The Director shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ~~assure~~ ensure that further abuse or neglect is prevented by the suspected perpetrator.
5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.
6. The Director shall annually (a) provide each School employee with the ~~written~~ School's Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code ~~Sections § 53E-6-701 and 62A-4a-403~~ § 80-2-602.

7. The School, under the direction of the Director, will provide School personnel once every other three years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate, manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; ~~and~~ (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and 62A-4a-403 § 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.
8. The School, under the direction of the Director, will provide the parents or guardians of elementary school students with training and instruction once every other three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; ~~and~~ (b) effective, age-appropriate methods for discussing the topic of child sexual ~~exploitation~~ abuse with a child; and (c) resources available for victims of sexual extortion.
9. The training and distribution of materials will be documented.
10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.
 - a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.
 - b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

MWMA Board of Director's Meeting Monday, August 25, 2025

Action Item: *Amending Electronic Resources Policy*

Issue:

Amending the Electronic Resources Policy.

Background:

SB 178 from the 2025 legislative session prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Resources Policy has been revised to address the exceptions noted above.

Recommendation:

It is recommended that the Board approve the Amended Electronic Resources Policy.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Mountain West Montessori Academy
Electronic Resources Policy
Adopted: February 24, 2014
Re-Approved: August 15, 2022
Re-Approved: June 23, 2025
Approved:



PURPOSE

Mountain West Montessori Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1001 et seq., the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Principal shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

It is the School’s policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act (section 254(h) of title 47, United States Code). The Principal shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School’s network and access to the Internet. The School’s goal in providing such electronic resources to

students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Principal shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Principal shall establish rules and procedures regarding employees' use of the School's electronic resources.

This policy will be reviewed and approved periodically to ensure that it continues to meet the School's needs.



Electronic Resources Administrative Procedures

These procedures are established in order to comply with and implement the Electronic Resources Policy adopted by the School's Board of Directors.

Electronic Devices

Definitions

“**Electronic device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cellphone or smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

“**Instructional time**” means the hours during the School day designated by the School for class instruction.

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee, including any emerging technology (which includes any device that has or will be able to act in place of or as an extension of an individual's cellphone).

“**School day**” means the hours that make up the School day according to the School's schedule.

“**School-owned electronic device**” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

Student Use of Electronic Devices

Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.

- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students may have privately-owned electronic devices at School during the School day. However, with the exception of during the lunch period, Pprivately-owned electronic devices must remain out of sight in a bag or backpack and be turned off or set to a mode where notifications can't be received during the School day, unless an exception provided herein applies.
- Students may ~~not~~ use or respond to privately-owned electronic devices during ~~instructional time or during other times designated by teachers or the Principal~~ the lunch period, but they may not do so during the remainder of the School day unless an exception provided herein applies.

Exceptions

The Principal may give permission for a student to possess and use a ~~an~~ privately-owned electronic device at all times during the School day and during School-sponsored activities for good cause; ~~including medical reasons;~~ if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Principal allow a student to possess and use a ~~an~~ privately-owned electronic device on active mode at all times during the School day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use a privately-owned electronic device to address a medical necessity.

A student may possess and use a ~~an~~ privately-owned electronic device on active mode at all times during the regular School day and during School-sponsored activities, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Principal.

Privately-owned ~~E~~electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.

Students may also use a privately-owned electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to ~~this policy~~ these procedures to the Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of these procedures if the violation is deemed serious by the Principal, teacher, or another individual designated by the Principal. Serious violations include but are not limited to a student using a privately-owned electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned ~~E~~electronic devices that are used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians ~~that~~if the School has confiscated a student's privately-owned electronic device ~~in its possession~~. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain un-retrieved privately-owned electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

The Principal may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make the Electronic Resources Policy and these procedures accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Complaints about this policy and these procedures or their enforcement, or complaints about observed behavior regarding the policy and these procedures, should be addressed in accordance with the School's grievance policies.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

The School has established a policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

Key terms are as defined in the Children's Internet Protection Act.

“Technology Protection Measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that:

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 3- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

“Sexual Act” and **“Sexual Contact”** have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School's network or by School-owned electronic devices.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School online computer network when using electronic mail, chat rooms, instant messaging, social media, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School's online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources is monitored as well.

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result

in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

Students are personally responsible for School electronic resources provided to them and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Parents play an important role in helping students understand what does and does not constitute acceptable use.

The School may establish agreements for students to sign acknowledging that they understand the rules for use of the School's electronic resources.

Staff Acceptable Use of School Electronic Resources

These procedures apply to employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical and responsible conduct in all activities involving the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well-being of students and to preserve the integrity of its electronic resources. The School's rights in connection with its electronic resources include but are not limited to the following:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.

5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources are responsible for educating students on appropriate use of the School's electronic resources. Such employees shall make reasonable efforts to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. In order to maintain this privilege, users must agree to comply with this policy. Users who are aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible for any School electronic resources issued to them at all times and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to the following:

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School computers to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.

9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.

2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

Training

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of this policy~~these procedures~~;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of this policy~~these rules~~;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code ~~§ 76-10-1231~~76-5c-402.

MWMA Board of Director's Meeting Monday, August 25, 2025

Action Item: *Amending Kindergarten Toilet Training Policy*

Issue:

Amending the Kindergarten Toilet Training Policy.

Background:

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling “because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan” (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the “Toilet Training Policy” and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy.

Recommendation:

It is recommended that the Board approve the Amended Kindergarten Toilet Training Policy including updating the policy name to “Toilet Training Policy”.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Mountain West Montessori Academy
~~Kindergarten~~ Toilet Training Policy
Adopted: ~~June 24, 2024~~



PURPOSE

The purpose of this policy is to establish the toilet training requirements for ~~kindergarten~~ students at Mountain West Montessori Academy (the “School”).

DEFINITIONS

“Toilet trained” means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a “toilet trained” child can independently tend to hygienic needs and change clothes.

A student is not “toilet trained” if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student’s peers, as determined by ~~an LEA~~ the School.

POLICY

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student ~~in kindergarten~~ unless the student is toilet trained.

Exceptions

~~, with the following exception: t~~ The School may enroll a student who is not able to be toilet trained ~~if the student’s developmental delay is a result of a condition addressed by~~ because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- ~~(a)~~ (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its ~~kindergarten~~ enrollment process, require the parent of an incoming ~~kindergarten~~ student to complete an assurance as to whether the student is toilet trained.

Administrative Procedures

The Director shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

~~In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:~~

- ~~(a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and~~
- ~~(b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Director to:~~
 - ~~(i) provide additional family supports and resources; and~~
 - ~~(ii) create an individualized plan to address the student's needs.~~

Individualized Plan for Kindergarten Students Who Lack Toilet Training

~~The individualized plan referenced above may, as appropriate and at the Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.~~

~~If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.~~

~~If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the school.~~